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ABSTRACT

This manual provides basic information for caregivers of infants. Part One discusses the dependency of infants on adults; home-based, center-based and parent education programs; and provides samples of forms used in infant programs to record the developmental needs and progress of children. Part Two suggests skills and activities appropriate for infants during the first 18 months of life. Motor, visual, social, play, cognitive, and receptive and expressive language skills and activities are mentioned. Part Three indicates equipment likely to be attractive to infants and provides a bibliography of printed materials focusing on infant behavior and development. (RH)

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JUST INFANTS:

DEVELOPMENTAL SKILLS AND ACTIVITIES

BY

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To

Our Mothers

Zealoth and Judy

Debcon, Incorporated

4503 North Northwoods Lane
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RESEARCH
PUBLISHING
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PREFACE

Into the waiting arms of every new parent is placed the unique creative union of two different biological and experiential histories. The hopes and dreams for that new personality are in some ways the mirror of the potential or limits of the environmental conditions of this newly expanded family.

The services needed by the family and the child even during the early months may require child care choices. It is our hope that the care provided will allow adequate opportunities for the development of intellectual curiosity.

We ask the caregiver to be observers of infants, careful recordkeepers, and partners with parents in supporting the infants' need for security.

This manual suggests those skills and activities appropriate to the first eighteen months of life. While many programs separate infants and toddlers at fourteen months and others at sixteen months, we find that many of these infants are practicing skills labeled appropriate to the eighteen month old. We trust the inclusion will be appreciated.

Just Toddlers: Developmental Skills and Activities is a companion publication for the toddler (18 to 36 months).

D.H.C.

ACKNOWLEDGMENTS

The first months of an infant's interaction is totally socially dependent. This stage of helpless dependency arouses new emotions, creates new demands, singles out new role responsibilities, and exhausts the energies of new parents. The first experiences that we shared in our first individual parental status some years back generated a sensitivity to the love and expansiveness of our own mother's personalities. To them we dedicate this project.

Susan and I began to correlate all the information that I had accumulated in teaching my undergraduate and graduate courses in infant development and programs into a useable manual for parents and teachers. Debbie Brooks and Elizabeth Blanchard were willing students to test the ideas with parents and infants in the program at Debcon Day Nursery.

Alice Schwab, Executive Director, Children, Incorporated, has been willing to adapt and modify from these experiences in the day care home setting to the center. While staff at Debcon were hired with specific expectations, it took the insightful leadership of Emily Guth and Kapila Patel to help staff at Children, Incorporated appreciate the value of certain equipment, materials, and expectations. The Children, Incorporated staff have truly been marvelous in working with the ideas that have become this manual.

I also wish to express my deep gratitude to Toby Walden for her typing expertise in this project.

Debbie Cconrod

April 1, 1980

PART ONE

INTRODUCTION

1. DEPENDENT INFANT
2. INFANT CARE
3. SAMPLE FORMS

DEPENDENT INFANT

Throughout life, the initial stage is the most malleable time for bending the twig whether we are tending to the young of the animal kingdom, of the human species, of plant life. Some have rightfully said that one of the great wonders of civilization continues to be that so many infants survive the stumblings and failures during these beginning months.

Infancy is a time of total dependency upon the psychosocial environment of the greater society. The reflection of the immediate care giving setting is the shadow of the economic state, of the social network, of the research in medical and educational circles, and of the philosophical climate. During infancy potentiality is the most vulnerable.

The psychosocial environment of the larger society often times is responsible for the tolerance level that young parents or other caregivers have during the months of infant crying. Communication with infants comes from observation and response to infant needs. Schedules develop which support better understanding between infant and caregiver. Changing relationships, faulty beliefs about infants, and impoverished conditions impede the development of a caring and safe environment. Communications and trust fail to develop. The infant as a result often endures a lasting handicapping condition.

Where crying is recognized as the communication vehicle of the infant and where respect for the needs of the human infant are met, an appropriate adult response will be attempted in five seconds following the declaration.

Recordkeeping (formal or informal) and sensitivity to the individual schedule ease the stress for both infant and caregiver.

In many ways, the infant presents an amusing daily panarama for adults. Sucking behaviors gradually include any number of objects, surfaces, and liquids. The sucking behaviors are an infant's exploration and practice play. Visual searching moves from faces to close objects and then on to familiar shapes at a distance. Indignation by the baby to being touched and helped reports itself in intense attepts to scoot, to roll, and to sit. During infancy, the variety of behaviors change at the most rapid rate of development ever observable in the human species.

When the caregiver sees the expansion of this young opportunist as totally dependent on the investment of time in observing, responding, recording, planning, providing, and expecting, the shared experience can be equally enriching to infant, parent, and others. Finding value in shouldering total responsibility for interpreting the communication of a baby requires quietness of spirit and soul. Servitude to this infant dictator is rewarded by a recognition smile, by a spontaneous "hi", and by the warm cuddling against the protecting chest of the adult.

Holding, touching, rocking, looking into the babies face, verbalizing positive feelings about the baby, and talking or singing to the baby are all important adult responses with any infant. These can be concentrated times at the diaper change table, at feeding time, or at play time. The significant factor is that they occur.

Talking positively about the baby helps others to find the special delightfulness of that baby.

Behaviors to encourage in baby are visual focusing, mouthing, reaching, touching, babbling, sitting, transfering, and smiling. Providing stimuli to provoke baby to engage in discovery reaps multiple dividends. Every sensory experience during these months is a building block of the child's developing intelligence and personality. The infant is a learner. The right to an appropriate education begins at birth.

Around six months, the infant should be smiling, sitting unsupported, transfering objects from hand to hand, and babbling such consonant sounds as "da,da" and "ma,ma." Crawling follows. Crying should be decreasing. Pre-academic skills are fostered through "Pat-a-Cake" and other songs and finger plays. Objects become permanent visual memories. Attachments to people and animals develop. The name of a family pet may become the infants first word.

Orienting baby to his surroundings provides novelty for the infant. Activities such as opening and closing a cupboard door will fascinate one infant for an extended period of time. Banging a tin pan with a wooden spoon will trigger another's attention. Pushing water back and forth across the highchair tray will command concentration for still another. Crawling over pillows, cushions, boxes, and finally up and down steps has great appeal. Mirrors generate long dialogues with self.

From the earliest days, there are appropriate tasks for the infant to attempt and to accomplish. Defining which skill the baby is working on requires perceptive

observation by the caregiver. To neglect reinforcing development is to ignore the baby's need to have a masterful effect on his environment.

Within the realm of responsible planning for the infant, flexibility must continue to be a priority. A new roll of scotch tape can be a hilarious example of infant manipulation.

Over-stimulation, such as too loud and too sudden a noise, too many people, too much diversion from daily schedule, and too many new materials, can create undue stress for the infant. Stress deteriorates into fussiness, crying, and refusing to eat or sleep.

Every baby is a unique person willing to share his state of dependency with a caring adult. The communication established is conditioned by being attuned to baby's needs. The caregiver must be willing to be a follower in order to become the trusted leader.

INFANT PROGRAMS

An infant experiences nine to ten common colds the first year, has numerous cases of diarrhea and diaper rash, and is subject to all kinds of injuries. Irritability due to nutritional needs, due to teething, and due to disruptions in schedule are characteristic causes for crying. All of these factors make group care of infants a demanding task.

Poor hygiene spreads disease. The cost of proper controls for cleanliness makes group care of infants very costly. Because infants put everything they touch into their mouths a regular daily program for sanitation of toys and equipment must be maintained.

Inadequate staff increases the potential for injuries. Staff costs drain the budget.

Despite the inherent hazards and economic limitations, both home-based and center-based programs for infants do exist.

Home-based programs. There are distinct advantages to the home-based program. Among these are:

1) the additional square footage provided per infant by even the smallest dwelling;
2) the creative curriculum of the different environments of each room within the home;
3) the bridge between the concepts of the child's own home and that of the home-based program;
4) the multiple family roles accessible to the infant in most home-based programs;
5) the limited number of children that can be cared for in the home-based program;
6) the family extension that many day care home providers offer to the infant's family;

7) the spontaneous happenings of the residential neighborhood.

8) the initial investment factor is less.

Limitations of the home-based program are related to the same positive factors that we credited to the home setting; for example,

1) family members may not support the use of the total home by infants;

2) the primary caregiver may be unaware of the concepts hidden in the natural furnishings and living centers withing the home;

3) maintaining sanitary conditions may be minimal;

4) establishing a dependable support team in case of emergencies may be difficult;

5) nutritious menu planning may not be possible;

6) the income generated may not reward the caregiver adequately.

Center-based programs. Regulations and state supervision of center-based programs for infants are generally maintained for optimal health and safety while the infant is away from the parent. The greatest limitation is the environmental variety and incidental learnings that can occur. (Rarely does the infant in the center have the excitement of being raced outside to see a cow jump over the fence. Neither will the infant be able to crawl over and rub or pat the puppy's fur.) Staffing and in-service training are more easily organized. Specific records are mandated for center-based programs.

Great effort to assure optimal environments from a variety of options must continue to be provided for infant care. Bringing a better living and learning environment to the center and bringing training programs for

home-based providers in areas such as management skills should become foci for advocates of infant care. Whatever the program, it needs to be licensed. This requires inspection by the State Board of Health, the State Fire Marshall, and the licensing agency. The license should be visible to visitors.

Parental education. In any infant program, a great deal of parent counseling occurs both prior to entering the infant in the program and during the period of attendance. Issues which arise most frequently are:

1) How much time should mother work away from the infant?
2) How much should I expect my infant to mind? How do I get my infant to obey?
3) Should you put the baby to bed with a bottle?
4) What can I expect my baby to learn?
5) How much should father be involved in the caregiving?

Parent education is an important component of the infant program. Only what is reinforced and valued by parents has lasting effects. Sensitive counseling and modeling with infants can by the serious scholar be viewed as prevention of potential child abuse.

1. How much time should mother work away from the infant? "Nine months in the womb, nine months in the arm" has long been a guiding principle. Terry Brazleton and Burton White both recommend working half-time through the child's first and second years of life upon returning to the work place.

Debcon Day Nursery has offered parents open access during the day. This policy has provided parents flexibility. Where taking their child in and out of the program would have created confusion, parents coming to play

with their children when free, for mealtimes, for extended periods before leaving the child, and for extended periods before taking the infant home has increased the quantity and quality of their interactions with their infants.

The parent and caregiver can work as a team to maximize the decision in the best interest of the infant. Our research at this time does not guarantee us the results of even the best of possible group care settings for an individual infant. We must work together as a team with caution and prayer. The concern expressed by Burton White for the submissive child in group care must be acknowledged. Close supervision must be provided to protect children from the harm that they can bring each other at this age.

2. How much should I expect my infant to mind? Few new parents are prepared for the demands of a arriving infant on their schedules and roles. Some do not have even the custodial skills of changing the diaper. Others are unaware of the early months of crying. Finally, most new parents are unprepared for the constant supervision that must be given the crawler, the infant who is learning to feed himself, the climber, and the continuous explorer. For the first-time parent, the frequently repeated "no" is expected to take on some meaning to the infant. Unfortunately it takes much repetition.

How do I get my infant to obey? Now is the time to discuss the minimal retention and memory of infants. This is the time to talk about the development of object permanence. Suggest a discussion between parents of those treasured items which must be stored until the child can

remember and follow a rule. Discuss a common approach they could consistently share such as talking with the infant about their expectations for his behavior. Talk about how they can direct the infant's attention to a more appropriate area for play.

3. Should you put the baby to bed with a bottle? Many parents already bring a baby to you who has learned to expect to be placed in bed with a bottle propped in his mouth. Rarely should a baby experience being propped in bed with a bottle. Dental cares begin with extensive bottle sucking. Breast-fed babies enjoy the warmth and security of being held, rocked, and sung (or talked) to during feedings. Bottle-fed babies deserve the same opportunities.

4. What can I expect my baby to learn? There are many skills, concpts, and relationships that will develop in the first eighteen months. We know that communication does not develop in isolation. Trust and security did not develop for institutional babies. Intellectual curiosity will be encouraged or thwarted by the restrictions of the first eighteen months.

While all babies follow their own developmental pattern, they do achieve according to that which is expected of them. An infant will reach for an object where one is in view. An infant will continue to "coo" when an adult responds to cooing. An infant will imitate behavior that is frequently demonstrated such as waving "bye-bye." The infant who is read to will develop an appreciation for the information and entertainment in books.

Part two of this book deals with skills observed in infant behavior. Activities are suggested where opportunity

for practicing these skills can occur. At no time do we the authors claim that these are a comprehensive list of skills and activities. We are emphatic about the significance of expecting the baby to interact with objects and materials in the environment. What that interaction is will be based on an observation by the individual baby.

Debcon Day Nursery has parent conferences every three months. At that time we review all the skills, concepts, and activities accomplished in that three months. We set up individual potential achievements (long-range goals) for the three months ahead. Short-term, weekly goals are also listed. As mastery becomes apparent these are checked off. A skill not accomplished is simply carried over to the next new list for that individual infant.

Parents and teachers share in the infants' excitement at his recognition of a new milestone in his coping with his world. At Debcon Day Nursery we have repeatedly seen infants wrench away from a parent's grasp to demonstrate a new skill, i.e., crawling down the stairs, sharing a first finger painting, and getting out the new book.

5. <u>How much should father be involved in the care-giving</u>? A father who is involved with his newborn is likely to continue to be a responsive and loving parent during the child's development. The father who talks to the baby, seeks responses from the baby, sings, reads, and smiles to baby is truly supporting the infant's intellectual development. Fathers tend to encourage independence in even infant and toddlers which again contributes positively to the infant's development.

Because many children under two do not have access to male models and damage resulting from father absence is

greatest during the first two years of the child's life, a male staff member is a bonus in the life of the child.

SAMPLE FORMS

Recordkeeping for each individual child is an important aspect of the infant program. Learning to be a recorder of children's behavior is much like learning to speed read. It essentially requires setting goals for quantity and quality of responses recorded. Success by the infant generates the setting up of new goals.

1. The Developmental Record for Infants concerns itself with five areas: motor, visual perception, social and play, cognition, and language.

2. Individual Skill Sheets for infants should reflect sensitivity to providing opportunities in all these areas.

3. Parent conferences should record the unique strengths seen by both parents and teachers, of the particular program, and the concerns of both the teacher and the parent for the child.

4. The Record of Toliet Needs, Etc. is important to the director/head teacher. Research shows that during a ten hour day an infant (6 weeks-6 months) should be changed about seven times a day. Surveillance of the chart indicates how frequently babies are being checked for wet or soiled diapers.

On this chart is also reflected the amount of liquids, medicine, and naps. Each of these are important daily considerations. They can frequently be indicators of individual needs.

5. The Individual Menu for the infant is specified by the infant's physician and must be adhered to by day care homes and centers.

Some basic information about the nutritional needs of infants according to Naomi Johnson, R.D., include

-don't put baby to bed with a bottle

-rice cereal appears to create less allergies

-introduce vegetables before fruits because fruits are naturally sweet and make it more difficult to introduce vegetables and meats

-stay away from mixed foods

-no jello water, it is pure sugar

-six month old baby needs 800-1000 calories a day.

6. Emergency information and immunizations for each infant must be in the child's record and easily accesible in case of emergency. (Sample forms are shown in the companion book Just Toddlers: Developmental Skills and Activities.)

DEVELOPMENTAL RECORD

of

_____

Infant's Name

_____

Birthday

_____ _____

Entrance Date Withdrawal Date

Debcon Day Nursery
4503 N. Northwoods Lane
Bloomington, Indiana 47401
812-332-6662

Dr. Debbie Coonrod
Owner/Director

_____

Teacher

Infant's Name

MOTOR BEHAVIOR	VISUAL PERCEPTION	SOCIAL and PLAY	COGNITION	LANGUAGE

Debcon Day Nursery

SUMMARY OF PARENT CONFERENCE

DATE _____

CHILD'S NAME _____

TEACHER'S NAME _____

INFANT'S STRENGTHS AT THIS TIME

TEACHER	PARENT

MY INFANT REALLY SEEMS TO ENJOY _____

_____

_____

CONCERNS FOR INFANT AT THIS TIME

TEACHER	PARENT

ACTIVITIES TO FOLLOW THIS CONFERENCE

TEACHER	PARENT

SIGNED _____

PARENT

_____

PARENT

_____

H.S. STAFF

_____

H.S. STAFF

_____

H.S. STAFF

(XEROX COPY GIVEN PARENT)

Debcon Day Nursery

INDIVIDUAL SKILL SHEET

Anne Louise

-crawl up and down hill

-crawl down stairs

-hold spoon

-crawl in/out of tire

-standing

-putting toys in/out of container

-rolling ball directionally away

-crawling on footstool

-work on Pease Porridge Hot

-knob puzzle lifting out saying animal sounds

Vanessa

-walking

-crawling down stairs

-putting spoon in mouth with small amount of food

-crawling in/out of tire

-put things in/out

-lifting knob puzzle pieces and saying animal sounds

-repeat sounds and words

-rolling ball directionally away

-turn dial on phone

-Pease Porridge Hot

Sam

-use This Old Man

-crawling down stairs

-crawling in/out of tire

-crawling off footstool

-putting things in/out

-standing

-exercises for turning feet in

-nesting cans

-formula from glass

-repeat words and sounds

-stacking 2 blocks

Ryan

-sitting up unsupported

-reaching for objects

-crawling position

-check on grasping/ transfer of objects

-shake rings

-drink from cup

-pat-a-cake

DEBCON DAY NURSERY

Record of Toilet Needs, Medicine, Liquid Intake

Day Friday Month October 26 Year 1979

Child's Name	Potty Seat or Diaper change/time	BM time	Liquid intake time	Medicine time	Naps time	Additional Notes
Vanessa am	9:20-DB 10:50-DB		pineapple juice 9:30 milk-lunch		10:00-10:50	runny nose
Mia am	----------	----------	absent	----------	----------	----------
Sam am	9:30-DB 11:05 DB		milk 9:30 glass milk lunch glass		9:45-11:00	runny nose
Anne Louise am	9:35-DB	11:45-BT	pineapple juice 9:30		9:45-11:30	
Anne Louise pm	2:25-DB 5:05-DB	4:45-DC	water P.M.		2:30- 3:30	
Ryan am	1:50 DC	11:00 very loose	water w/snack		9:00-11:00	runny nose
Ryan pm			bottle-noon			
Cerise am	8:05 DB 2:20-DC	11:10-DB	milk/bottle 9:00		9:30-11:30	
Cerise pm	12:45 3:30-DC		bottle 2:15 bottle w/snack		12:45- 1:50 4:15- 6:00	cough cereal and bananas 3:45
	(indicate if attempt on potty seat or success)	(indicate if an attempt on potty seat or success)	(indicate from glass or bottle)	Indicate Kind and method)	indicate A.M./P.M.	

PART TWO

SKILL DEVELOPMENT
AND
ACTIVITIES

SKILL DEVELOPMENT AND ACTIVITIES

Before curiosity can be fostered, the infant seeks satisfaction of his primary needs of hunger, warmth, security. When basic needs have been met, the new born infant spends several seconds daily searching the environment. This searching increases to several seconds of focusing on objects and later to reaching for objects. Reaching turns to batting or grasping. Satisfaction is usually demonstrated by the mouthing of the object.

Locomotion, too, brings more objects to the exploration of the mouth. During the first year that locomotion is one of a series of skills in the process of creeping and climbing.

Crying, babbling, smiling, imitation of sounds, one and two syllable words, gestures, and two word combinations assure us that baby is developing communication skills.

Early action with the whole body on an object while in sight is later followed by the infant realizing that an object out of sight still exists. The infant learns to identify with one word labels and classifies as familiar or strange.

During these early months the infant learns to know that he can request help through crying and can get it; he learns he can do certain things; and he demonstrates interest in the objects and activities around him.

Most assessment at this time is related to determining if the infant is experiencing difficulty. Only a very few skills at this time can be dependable for significance in the future development of the infant. A major milestone is six months. The six month old infant should be able to sit

unsupported, transfer objects from hand to hand, and should be babbling.

Helping the infant learn to effectively have an impact on the environment requires many materials and lots of time.

The infant integrates four areas to gain control of his body and to develop trust in the significant others in his environment. (Fig. 1)

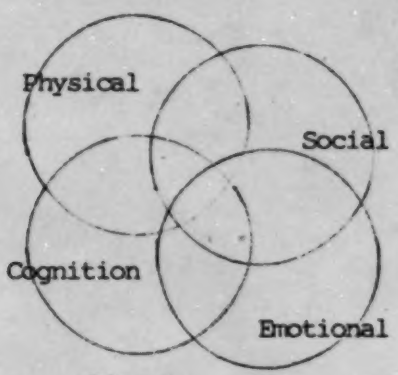


Fig. 1

Physical:

1. Infant is aware of separate self, i.e. fingers, toes.
2. Infant is aware of ways he can move, i.e. roll, sit, crawl.

Social:

1. Infant is aware of the strange and of the familiar.
2. Infant cries, smiles, and laughs.

Emotional

1. Infant responds to social changes.

Cognition:

1. Infant realizes that objects exist even when out of sight.
2. Infant realizes that objects have names.

Activities provide opportunities for skill development but should not limit your creativity in planning for the infant with whom you work.

MOTOR

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with object manipulation.	
1. Purposeful (rather than random) actions, and the purposeful prolonging of actions	1&2. Hang mobiles low over baby's midline. Place cradle gym at baby's midline across crib. Secure hanging objects in front of sitting baby. Arrange brightly colored objects in front of baby that is on tummy.
2. Groups stationary objects	2. Give baby rattles to shake, soft balls, jar lids, canning rings, scarf, wash cloth, etc. Introduce busy box to crib setting. 2. Tie and hang neckties, ribbons, and bows, from cradle gym on crib sides. 2. Put sock puppets on the baby's feet; at first he will look at them, and later succeed in catching them.
3. Multi-action exploration of objects (turning, poking, rubbing, tearing, etc.)	3. Make the baby a "feel book" with pictures made of various kinds of fabrics.

MOTOR

SKILL	ACTIVITY
	3. Hang strips of patterned fabric and a variety of textures from crib sides.
	3. Make baby a "feel box" with squares of different textures inside it, a hole so that the infant can reach his hand and arm into the box and feel them without looking at them.
4. Groups dangling objects	
	4. Put objects with varying attributes into infant's hand, i.e. plastic scratcher, cold banana, feather.
	4. Make a multi-use cradle gym; a heavy string suspended across the crib within the baby's view with objects on it that are changed periodically. Attach a variety of objects to caregivers apron or smock.
5. Pulls object with string	5. Attach string to any favorite toy or to a very light cardboard box for the baby to pull.
6. Picks up objects with a pincher movement (thumb pressing against forefinger)	6. Make the transition from spoon-fed food to harder finger foods and have the baby feed himself as much as possible through the use of his fingers.

MOTOR

SKILL	ACTIVITY
	7. Let the baby hold and play with a spoon and cup while you are feeding him.
8. Drop and throw objects on purpose	8. Give the baby a ping pong ball to drop and throw. It is small and has more tiny movements in its bounce than any other kind of ball.
	8. Roll a beach ball for the baby to fetch, have him roll it back to you for you to fetch. Keep the distance very short.
	8. Have the baby throw toys into a container after you have demonstrated. ("baby basketball").
9. Drinks from a cup holding it with both hands.	9. Keep amount of liquid minimal. Offer water frequently. Even if baby still takes a bottle offer a portion of formula from glass.
10. Brings spoonfuls of food to his mouth and eats them, if the spoons have been loaded with food by an adult.	10. Provide two containers. Put colored water in one. Give baby spoon. Demonstrate moving liquid from one container to second with spoon.
11. Manipulates objects as reflections of his understanding of object permanancy.	11. Wrap up favorite toys using paper only (no tape or string) and have baby unwrap them.
	11. Make paper tubes for the baby to push objects in and out of.

MOTOR

SKILL	ACTIVITY
	11. Hide favorite toy under blanket.
12. Manipulates objects as a reflection of the understanding of symmetry	12. Have the baby put clothespins around the rim of a coffee can
13. Uses spoon and fork independently	13. Provide plastic knife, fork, spoon, cookie cutters with play dough activities.
B. Exhibit those skills associated with locomotion:	
1. Creeps (move arms and legs when prone)	1. Place your hand against the baby's foot and he will move forward and arch his body.
	1. Place a favorite toy just out of baby's reach when he is prone. He will creep towards it.
2. Steps when held upright against a surface	2. Hold the baby against a variety of surfaces so that he can experience various sensations with his feet.
3. Holds head up when lying prone	3. Put a small pillow under the baby's stomach. This will strengthen arm and neck muscles.
4. Holds chest up when lying prone	

MOTOR

SKILL	ACTIVITY
5. Rolls from stomach to back	5&6. Approach baby from four sides.
	5&6. Place toys on left side and right side alternately.
6. Rolls from back to stomach	
7. Sits with support	7. Cover a tire with a blanket. Baby sits inside.
	7. Make moon-shaped pillow to support baby.
8. Sits alone	8. Cushion falls.
9. Crawls with stomach up	
10. Pulls self up to standing and walks sideways while holding onto furniture	10. Teach your baby to get down from standing by standing him in front of you, bending him in the middle, and gently pushing him forward and down so that he lands in a sitting position.
11. Stands alone short periods of time	11. Give baby object to grasp and hold for balance, 2 small wooden cubes often work.
	12. Practice walking when led with two hands, then one hand.

MOTOR

SKILL	ACTIVITY
	12. Stand baby with back against divan or wall, hold out arms for baby to walk into.
12. Walks alone	12. Give praise and the baby will lengthen the number of steps he takes at a time.
13. Climbs furniture, stairs, and any available apparatus.	13. Crawl down stairs or furniture backwards, and have baby do so while you are holding onto him so that he knows how to get down from climbing safely.
14. Avoids obstacles as he walks	14. Make simple mazes for the baby to walk through. An easy and effective maze is a series of paths through snow. (Baby's skin is very sensitive to cold)

VISUAL PERCEPTION

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with visual perception:	
1. Follows moving light or object with his eyes	1. Cover a penlight with colored cellophane. Move the light very slowly from side to side. The baby's eyes will follow the light, and eventually look ahead of the light in the direction he knows it is going to go.
	1. Have the baby follow the sight and sound of a rattle. 1. Have the baby watch balloons floating bubbles.
	1. Keep baby raised or sitting up as much of the day as possible to widen his field of vision.
	1. Carry baby on your shoulders so that he can see the world from a different perspective.
	1. Select back-packs that carry baby facing the changing scenes.
2. Watches and maipulates his hand	2. Put hand puppets on the baby's hands for him to manipulate.

VISUAL PERCEPTION

SKILL	ACTIVITY
	2. Manipulate a finger puppet on your own hand for baby to look at.
	'2. Bounce large balls or balloons for baby to look at and track.
3. Inspects objects while holding them	
	4. Use facial features on round pillow, on paper plate for low mobile.
4. See all colors, preferring bright colors, and patterns to solids.	4. Use bright colors, rather than the traditional pastels, for room furniture decorations and crib bedding, since babies prefer bright colors to pastels or neutrals.
	4. Frequently change bright, simply patterned pictures on a pin-up board that the baby can easily see.
	4. Make sure that toys and/or pictures are on the sides of the crib as well all hanging over the crib.
	4. Consider a patterned ceiling at least above crib area.
5. Perceives differences in distance and perspective.	5. Select toys that vary in appearance as much as possible (mirrors, balls, etc.)

VISUAL PERCEPTION

SKILL	ACTIVITY
6. Recognizes own image in mirror	6. Attach mirrors to crib, playpen or other parts of the house where the baby is frequently placed.
7. Recognizes partially hidden objects people	7. Partially hide a toy for the baby to pull out.
	7. Partially hide yourself for the baby in a beginning game of peek-a-boo
8. Turns head sideways or upside down to see things sideways or upside down.	8. Set pictures on crib sides or other places upside down.
	8. Approach infant or crib from all sides.
9. Sees similarity of shape	9. Put slot-like holes that match the size of tokens in the top of an empty coffee can. Show the baby how to drop the tokens through the holes into the can.
	9. Use commercial shape sorters.
	9. Put smaller objects through hole, i.e. ½ inch dowel through 7/8 inch hole.
	9. Put smaller can into larger can, (nesting games)

VISUAL PERCEPTION

SKILL	ACTIVITY
10. Stacks objects into towers	10. Have baby stack graduated sizes of cans.
	10. Have baby stack tower of two small unit blocks, gradually increase number of blocks in tower.
11. Snaps pop beads	
12. Marks randomly with scribbling results	12. Provide magic markers, crayons, paper. Tape paper to table top. (Infant should be shown how to mark.)
	12. Provide plastic forks and knives for cutting playdough to help strengthen pressure.
13. Enjoys scribbling and demonstrates intent	13. Requests to "write" or "mark".
	13. Attends to task longer.

SOCIAL AND PLAY

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with socially relating to his environment:	
1. Smiles at either face or face-like mask	1. Make a paper plate face puppet and hang it on the side of the crib
2. Smiles at a human face belonging to a person known to him	2. Smile back at, coo, pick up and cuddle the baby. This will prolong his smiling. Eye contact helps him to understand the difference between a real face and a face-like object.
3. Cries at a strange face	3. Visits by the mother and the baby before leaving him helps caregivers not be as strange to him.
4. Cries at a strange object or experience	4. Touch and explore dreaded objects or live through experiences together with the baby, i.e. touch, explore, and push the vacuum cleaner together with the motor off.
5. Seeks social contact for 20 minutes after a feeding	5. Stop feeding the baby half way through and talk to him in complete sentences. He will coo and babble for ½ hour, finish feeding and then socialize with him for a while longer.
6. Cries without apparant reason	

SOCIAL AND PLAY

SKILL	ACTIVITY
	6. Play music which is between 50 and 150 beats per minute, the same as the mother's heartbeat he heard in the woumb. He will often be soothed.
	6. Skin contact and warmth from the caregivers body are probably the most potent ways to sooth a fretful infant. Hold him and sing to him.
	6. Responding within 5 seconds after crying tends to reduce crying for most babies.
7. Meal time is by far the most important social time in the life of a young infant.	7. Feed the baby family style when possible.
	7. A smock similiar to a rain slicker over the baby's clothes during meals completely covers and is far more practical than the usual bib.
8. Plays parent-imitated games	8. Have baby fetch object for you to use in housework or other tasks. This gives him a great sense of pride.
	8. Hide an object in a match box for the baby to get out.

SOCIAL AND PLAY

SKILL	ACTIVITY
9. Plays baby-initiated games	8&9. Have baby retrieve ball you throw and you retrieve ball baby throws.
10. Copies other peoples behavior	10. Have other children, particularly other babies visit, because a baby copies another baby more readily than a child and a child more readily than an adult. 10. Imitate the baby's gestures and encourage him to imitate yours. 10. Teach him "pat-a-cake," waving bye-bye and blowing kisses.
11. Deftly picks up small objects with pincher finger and thumb motion	11. Have him fully participate in family meal by completely feeding himself.
12. Knows what objects belong to him and what objects belong to others	12. Give him his own toy box or shelf and encourage him to keep his own toys there.
13. Knows that loved ones who leave him will return (because he now understands object permanence)	13. Feel freer now about leaving him.
14. Views social events primarily as steps in environmental mastery	14. Don't be too symphathetic when baby falls or hurts himself. Make a joke when possible and he will more readily go on to perfect the activity he started.
15. Does some routine tasks, both appropriately and inappropriately	15. Have him help dress himself as much as possible.

SOCIAL AND PLAY

SKILL	ACTIVITY
16. Understands "no" superficially	16. Let the child experience the unpleasantness of a forbidden object or experience, while avoiding serious injury, before saying "no," so that the work "no" will eventually have more than a superficial meaning.
17. Understands "no" more completely	
18. Prolongs social overtures, intruding into his need for sleep	18. Give the baby a stuffed toy if he does not already have a beloved toy, blanket or object to take to bed with him. This will serve as an intermediary step between emotional dependence on parents and independence
19. Uses walking skills in games	19. Teach him "Ring around the Rosie"

COGNITION

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills associated with organizing his environment into patterns of meaningful mental perception:	
1. Attends to a particular stimuli in the midst of several or many stimuli	1. Organize the environment so that a great many stimuli do not bombard the baby at once or he may respond by ignoring all of them and going to sleep. Practice changing the scenery when baby tires of it rather than having everything out at once.
2. Performs one action at a time	2. Stop in the middle of a feeding to talk to, fondle or otherwise play with the baby, so that he will be concentrating upon you alone.
3. Performs or attends to two or more actions at a time.	3. Combine activities, such as singing and boat playing in the bath. 3. Introduce crib toys that tinkle or make other sounds. Wind chimes if there is a current of air are especially pleasant for caregiver and baby.
4. Remembers people, objects, and events	4. Repeat all activites with the baby as often as possible between birth and age 3 months, becuase they will not be remembered.

COGNITION

SKILL	ACTIVITY
	4. Hide objects for the baby to find
	4. Play hide-and-seek by hiding yourself from the baby.
5. Notices differences in similiar objects	5. Put different amounts of water in matching plastic bottles. Hit them with a spoon. The baby will then join you in the game.
6. Begins to understand cause and effect	6. Swing a flashlight beam with a pendulum effect back and forth on the wall or ceiling over the baby's head. The baby will start to look where the beam is going to be before it gets there.
	6. Use a mirror or other shining object to get a similiar dancing effect on the wall or ceiling above baby's head.
7. Uses action as means to goals and one routine in the service of another	7. Dangle a cradle gym over the crib. The baby will hit it until he has grabbed one of the dangling pieces.
	7. While baby is prone, dangle a toy by a string and slowly raise it, so that the baby must lift himself a little more and a little more in order to see it.

COGNITION

SKILL	ACTIVITY
13. Understands size	13. Give the baby a nesting toy, he will master it through trial and error.
14. Generalizes from experience	14. Drop objects into a glass for the baby to retrieve. He will try to take them out through the sides of the glass and only then try through the top.
15. Sorts objects of the same class into private catagories.	15. Let a baby return all the items that belong together, i.e. one puts books away, another puts blocks away, another puts pots and pans away.
16. Identifies objects or body parts upon request of ones self	16. Poems that are fun: Two little eyes to see the bright sun To see the little raindrops falling one by one. Two little eyes to see the green tree, To see the flying birds and the busy buzzing bee. Two little eyes that God gave me To make me happy, happy as can be. Author Unknown
17. Identifies objects or body parts on a doll or from a picture	17. Dolls with eyes that blink are especially fun.
18. Recognizes people, animals and objects in pictures	18. Paste realistic pictures of objects on cans and have baby put the acutal objects that match the pictures into the cans.

COGNITION

SKILL	ACTIVITY
8. Produces new events	8. Give him empty cardboard boxes, some small enough to push and pull, some big enough to crawl into.
9. Pulls a string held toy, realizing that as the string moves, the toy moves	9. Attach strings to favorite toys or small, light cardboard boxes and have the baby pull them.
10. Recognizes what pictures really represent	10. Make a family album of pictures of himself, family members and pets. Laminate each page, and give it to the baby.
	10. Hang some pictures at baseboard height for crawling babies.
11. Experiences concepts of quantity -	11. You and the baby fill and empty containers of objects
	11. Hide a toy for the baby to find inside a container which is inside another container.
	11. Use Grade A clean sand or white sand rather than builder's sand for a sand box.
12. Gains a concept of gestalt (wholeness with parts)	12. Hide a familiar object or toy from the baby and help him find it. Soon he will be hiding your property from you when and when not convenient.

RECEPTIVE LANGUAGE

SKILL	ACTIVITY
The child should be able to:	
A. Exhibit these skills associated with hearing non-verbal sounds:	
1. Startles when hearing loud, sudden noises	1. Gradually introduce your baby to a loud sound that will be part of his normal environment, and he will come to ignore it as a background sound.
2. Quiets to a familiar friendly voice	2. When talking to the baby gently to quiet him, use complete sentences and correct word constructions.
3. Tracks sound by following it with his eyes	3. Shake a rattle in a path above the baby's head: then in more complicated patterns.
4. Stops activity when he hears a new sound	4. Drop objects into a cup and have baby hear the differences in sound between them.
5. Moves rhythmically to music	5. Play music while baby is lying on his back. His kicks will become more rhythmic.
	5. Sing both conventional songs and "opera", i.e. sing the ordinary words that you say to baby.
B. Exhibit these skills associated with hearing verbal sounds:	

RECEPTIVE LANGUAGE

SKILL	ACTIVITY
1. Looks at the speaker	
2. Watches or touches the moving mouth of the speaker	2. Put the baby's hand on your mouth as you speak.
3. Recognize own name, names of family members and any names of familiar objects when hearing a conversation	3. Name actions, body parts, toys; everything in the child's life, the moment that he is involved with what is being named, introduce no more than one or two new words per week.
4. Acts in response to known words	4. Point to a nearly spot and ask the baby to put objects he can name there
5. Recognizes and responds to a noise without seeing the speaker	5. Play hide-and-seek where the baby finds you by hearing your voice as you are completely hidden. 5. Have baby hide his eyes, and then go to the person whose voice he hears.
6. Understands some new words each week	6. Show the baby different examples of the words he knows (different dogs, cars, etc.)

EXPRESSIVE LANGUAGE

SKILL	ACTIVITY
5. Sings in free-form or in a tune similiar to one he knows very well.	5. Play and sing a variety of music, but try to repeat each selection often enough that the baby becomes familiar with it.
6. Imitates non-musical sounds	6. Give the baby a fire truck or other noisy truck and play with it on the floor with him, making the appropriate noises. He will imitate you.
7. Uses gesture language	7. Play gesture games such as blowing kisses, waving bye-bye, pat-a-cake, peek-a-boo.
8. Makes words, often either exclamations like uh-oh or ma,ma, da,da	8. Test to see if ma,ma means mother and da, da means daddy. Do this by asking infant to find ma,ma or da,da among several people.
9. Makes words that do not include the above word categories	9. Take the baby with you shopping and let him practice newly acquired words when looking at large arrays of objects
10. Combines two word utterances	10. Repeat baby's combination then use in expanded sentence
11. Asks first question with gestures and words	11. Answer baby's question and show baby your pleasure at new type of communication.

EXPRESSIVE LANGUAGE

SKILL	ACTIVITY
The child should be able to: A. Exhibit these skills connected with vocalized sound:	
1. Coos to express pleasure	1. Smile at the baby, and talk to him in complete sentences. This will extend times of cooing.
2. Babbles (repeats same consonant or vowel, or combination)	2. Imitate baby's babbles, and he will repeat them again to you. 2. Tape record the baby's babbles. Play the tape back to him and he will be encouraged in further babbling. 2. Tape record parent's voice and have the baby listen to it. It will stimulate greater vocal response on the part of the baby.
3. Laughs, usually as a means to show pleasure	3. Use word expressions with a punch line such as "peek-a-boo" or "wee, wee, wee all the way home."
4. Initiates vocal interchange with either people or at inanimate objects, using long series of syllables that sound like sentences but aren't.	4. Continue to talk to the baby in complete sentences, emphasizing key words.

SKILLS BY MONTHS

0-3 months

MOTOR A: #1; B: #1,2,3,4
VISUAL PERCEPTION A: #1,2,3,4
SOCIAL AND PLAY A: #1,4,5,6,7
COGNITION A: #1,2,3,4
RECEPTIVE LANGUAGE A: #1,2,3, B: #2
EXPRESSIVE LANGUAGE A: #1,3

4-6 months

MOTOR A: #2,3,4,5; B: #1,2,5,6,7
VISUAL PERCEPTION A: #2,7,9,
SOCIAL AND PLAY A: #2,3,7,8,9
COGNITION A: #6
RECEPTIVE LANGUAGE
EXPRESSIVE LANGUAGE A: #4,5

7-9 months

MOTOR A: #6,8; B: #1,2,8,9,10
VISUAL PERCEPTION A: #9,10,11,12,13
SOCIAL AND PLAY A: #4,7,8,9,16
COGNITION A: #7,8
RECEPTIVE LANGUAGE
EXPRESSIVE LANGUAGE A: #6,7

10-12 months

MOTOR A: #14,8,9,10,11,12; B: #2,11

VISUAL PERCEPTION

SOCIAL AND PLAY A: #7,8,9,10,14,15,17,18

COGNITION A: #16,17,19

RECEPTIVE LANGUAGE

EXPRESSIVE LANGUAGE A: #8,9

13-15 months

MOTOR B: #2,12,13

VISUAL PERCEPTION

SOCIAL AND PLAY A: #7,8,9

COGNITION

RECEPTIVE LANGUAGE

EXPRESSIVE LANGUAGE A: #8

16-18 months

MOTOR A: #13; B: #14

VISUAL PERCEPTION

SOCIAL AND PLAY A: #7,8,9

COGNITION

RECEPTIVE LANGUAGE

EXPRESSIVE LANGUAGE A: #10,11

RESOURCES

PLACES TO GO (One adult, one child ratio under fourteen months; one adult to two children through eighteen months)

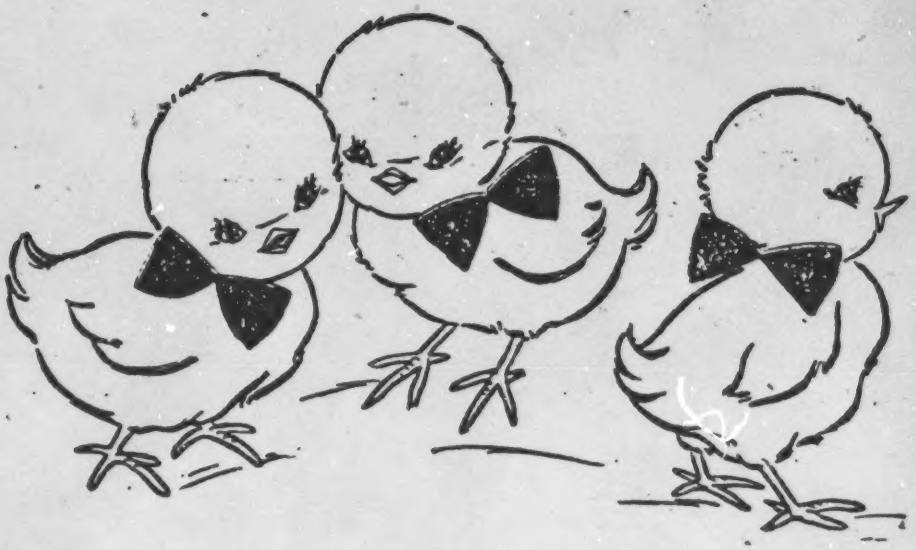
- Farm
- Zoo
- Park
- Bus ride
- Dentist's Office
- Grocery Store
- Library
- Pet Shop
- Gas Station
- Restaurant
- Toy Store
- Art Museum
- Opera

PEOPLE TO INVITE

- Teenaged boys and girls
- Fathers and other male models
- Healthy Senior Citizens

PART THREE

EQUIPMENT NEEDS



COMMERCIAL EQUIPMENT

MOTOR

- balls
- blocks
- rattles
- pillows
- child-size chairs
- rocking chair (child size)
- stairs
- four wheeled, three wheeled low toys

VISUAL PERCEPTION

- surprise box (busy box)
- Playskool pounding bench
- pop beads
- puzzles (2-3 piece)
- cradle gym
- books
- dolls with features
- stacking toys
- toy telephone
- cup
- spoon
- mobiles

SOCIAL AND PLAY

- dolls
- stuffed animals
- mirrors
- small broom
- dust cloth
- puppets
- blanket

LANGUAGE

harmonica (good quality)
xylophone

MATERIALS TO SCROUNGE FOR:

MOTOR

- tires
- boxes
- mattress
- pots and pans
- cans of nesting proportion
- logs for climbing (low height)

VISUAL PERCEPTION

- empth containers with lids
- old books and magazines

SOCIAL AND PLAY

- purses
- greeting cards

BOOKS FOR INFANTS

1. Wordless books with large clear pictures that resemble real objects, animals, and people.

2. Childcraft How and Why Library, Volume 1, World Book Encyclopedia, Chicago, Illinois.

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